CTE Student Performance Improvement Plans
2S1 – Technical Skill Attainment

AVD	Improvement Plan	Evaluation Method
2	This is an area that we have typically done well in. The Plan Team feels that we need to be sure we are doing a better job recording the information once an assessment is taken. The Department Chairs will follow up on the documentation with each teacher at the end of the year to ensure that all paperwork has been submitted. Plan Team will be meeting with teachers to be sure we are working towards a program assessment for each program. Additionally, each program will be expected to follow state recommendations for assessment.	• Plan Team review of assessments • Teacher Documentation • Director review of data • Data Reports out to teachers • Monitor progress via visual indicator in the Main Office
6	A K Smith staff will work through our Professional Learning Community Initiative to develop a plan to improve our students Technical Skills by: -creating a climate of excellence for all programs -fostering and relating all learning to the real world experiences -providing frequent feedback regarding individual and group progress -presenting materials in small steps that is appropriate for all learners -explaining and posting standards around the classroom -providing all students and parents with a syllabi -stressing reading and mathematics in all CTE programs -establishing assisting students in achieving national certifications in content areas -conducting follow-up studies of past students to use in planning -designing courses according to identified academic and technical skills	We will evaluate our effectiveness by the increased number of students who attain technical skills and the number of students who successfully passé the NOCTI Assessment Test.
9	We will correctly report our data, print a data verification report as a back up and use the DWD provided error report as a means to make sure our data is reported correctly.	Data verification
11	1. Compare end of course assessment with curriculum to identify and add standards/skills that are tested but not included in curriculum. 2. Encourage students to attain certifications that strengthen their skills. 3. Utilize advisory council members to heighten student interests in improving skills. 4. Emphasize importance of skills assessments.	1. Reviewing the data at completion of program and make the necessary changes. 2. Reviewing Core Indicator information.

14	Five Step Plan:
	    Step # 1: Identify and score the specific departments who were judged in 2008-09.
	    Step # 2: Rank the departments from worst to best scores. Divide the list between those who scored at or above the target and those who scored below the target.
	    Step # 3: Taking each department separately, meet with staff to do in-depth analysis of possible reasons that students did poorly. Some might be:
		1. Teachers will develop periodic (weekly or bi-weekly) skill attainment assessment to monitor on-going progress.
		2. If necessary, teachers will use, or develop, assessment to monitor the success of programs/processes that were implemented to strengthen identified student weaknesses.

	(1) Low academic skills of students
	    a. Reading
	    b. Writing
	    c. Mathematics
	(2) Current curriculum does not align with assessment
	(3) Low student test-taking skills
	(4) Current pedagogy does not align with appropriate skill attainment
	Step # 4: Each department develops a strategic plan to overcome identified need(s)
	Step # 5: Strategic plan is implemented immediately after its development	

19	We need to improve the identification of students. For the 2007-08 class, only five students were identified as completers and concentrators. Where only two of those five passed the end of the course assessment, the success level was only 40.00%. There are many more career and technical education students within Wildcat Creek Career Cooperative who are concentrators and completers. I will be holding a work session with the InTERS data group to make sure these students are properly identified and students are credited with passing the end of course assessments. InTERS data entry personnel will also be made aware of where to find the list of end of the course assessments.	1. Identify the number of students identified within InTERS as concentrators and completers. 2. Calculate the number and percentage of these concentrators and completers who successfully pass end of course assessments.

20	The core indicator of performance 2S1 will be analyzed to determine needed area of improvements based on academic completion, program specific data, and placement data. The plan will focus on providing student assistance in successfully meeting the technical standards with an additional focus on:
	
	    Non-Traditional Enrollments
	    Non-Traditional Completers
	    Skill Mastery and Competency
	    Graduation Completers
	    Dual Credit Opportunities
	
	We will expand and develop our associations with post-secondary institutions, technical schools, apprenticeship programs, and the military for all CTE students. This will in turn, reinforce within the student the need for technical skill attainment to be successful following graduation.
	
	We will increase on-site visitations and in class presentations with post-secondary institutions, technical schools, apprenticeship programs, and the military for all CTE students. This will in turn, reinforce within the student the need for technical skill attainment.
	
	Our KACC academic coach will make weekly contacts within all CTE program areas to determine which students need additional assistance, related to academic and technical skills attainment, in order to become successful in their specific program areas.
		We will monitor program and student data on all students that complete CTE programs, pass end of course assessments, and transition into post-secondary, workforce, or military.
		
		Monitor student graduation statistics on all students completing CTE programs.
		
		We will track the number of CTE program post-secondary presentations by career academies.
		
		We will monitor and log all student program assistance related to technical skills attainment.
		
		We will cross reference student data with DWD to determine any students that are listed incorrectly, duplicated, or missing information in the data collection process.

26	Improving technical skills must begin with helping our instructors communicate expectations more effectively as well as helping our students more properly analyze and interpret data and more effectively engage in more problem solving to obtain the technical skills that are needed. Additionally, increased exposure to more technology is a must at the building level. If students are to achieve academically and compete successfully beyond the high school level. Our goal is to help our instructors master and focus technologies that assist our students improving their organizational skills that will bring about the needed improvements.	Monthly Faculty Meetings will discuss best practice and specific examples of how to improve technical assessment attainment. The Faculty will be reading a book entitled Classroom Instruction That Works by Robert J Marzano and identifying research based strategies that increase technical skill attainment. Local and district meetings to be announced will share expectations with building counselors, department heads, and administrators to incorporate best practice and the strategies for improvements in the curriculum.
27	This indicator has been met the previous 3 years. Records will be reviewed to insure students receiving State approved certifications are included. Each program will be reviewed to determine if State approved certifications are available to students. If not, they will be incorporated.	Increased certifications available, if not currently offered. The number of students receiving certifications will be increased, once the current number is determined since no level was given.
31	When we asked for details on the Technical Skill Attainment for Area 31 Career Programs, we received the attached spreadsheet from the Department of Workforce Development containing 48 students that did not pass an assessment in their career and technical program. Upon reviewing the list and researching the issue further, we became aware that not only does INTERS require listing the assessment, but also checking a box. The assessment was documented, but the boxes were not checked and the software defaulted to "no" meaning not passed. Of the 48 students listed, 12 were in a program that did not offer the assessment that year, 6 were in a program but did not attempt the assessment listed, and 2 were listed with the state as "pending application." The remaining 28 students passed their listed assessment. So 18 students should not have been part of the Actual AUL leaving 30 students that still should be listed with only 2 not passing. This was out of 8,600 INTERS student records for Area 31 Career Programs.	• Data pertaining to assessments will be turned in by all instructors to one designated individual. This data will include all students who attempted the assessment and whether they passed or did not pass. • The designated individual will ensure that this data is recorded accurately in our INTERS database. • An INTERS report will be run to check for accuracy of the report by November 1 of each school year for the previous year assessments, and will include those assessments taken during the summer months.
33	1. Teachers will provide more rigor and relevance in the classroom to help increase the number of students pass state tests/exams and certifications. 2. Meet with all program instructors to discuss and to implement acceptable tests and /or certifications for skill attainment measurements. 3. Meet with program instructors at the end of the school year to confirm student scores and achievement.	
35	Upon investigation, the VCSC percentage was skewed to a low number because one school did not check if the students had passed the CPR and CNA certification and it defaulted to did not pass, making the percentage 38.46%. After verifying the actual number that passed/completed the percentage should have been 75%. This is still below our goal of 93.5%. Below are steps that will be taken to increase these percentages: • Continue to educate teachers on correctly filling out the spreadsheets and emphasize the importance of checking the box because if they don't it will default to no. • When reviewing submitted data, double check submissions that presented problems this year. • Stress the importance of students completing certifications to faculty and staff. • Meet with teachers and their administrators that had more than one failing student and review the	Success will be determined by: • The core indicator meeting the AVD 35 09-10 agreed upon level. • All teachers remembering to check the cell on the Inters spreadsheet when the student passes the assessment. • Feedback from the IDOE/IDWD that the data meets expectations.

	pathway and the importance of student success with the teacher.	
36	A review of available certification shall be conducted and recording of those students who have participated in a state recognized industry certification shall be reported in the Spring 2010 INTERS report. Additional certifications shall be reviewed to determine if other areas of certificates can be obtained. Otherwise, no action can be taken until end of program assessments have been put into place.	INTERS report will indicate students who have participated in state recognized Industry Certifications.
38	No data was reflected on the dashboard for the AVD level. We plan to correct the reporting error. The responsibility for the data input has been reassigned to a different personnel position.	We will do an in-house tabulation to see what the actual level is and proceed to implement correct data for 2009-2010. The new calculated data will for 2S1 will be provided to DWD.
43	• The students will be made aware of the need for additional certification and testing to enter their chosen field by information provided by potential employers, union reps and college reps. • Emphasis will be placed on the importance of certification and testing. Several students have not taken the process serious and have "played" at the tes. • Special time will be spent with each student to ascertain their readiness for testing • Students will be encouraged to "stay in touch" with the instructor as to their future endeavors to assist guiding other students	Students will be surveyed at the end of the year as to their perception of the testing and how prepared they were for the activities. Within the survey the students will be questioned as to how better they could have been prepared for the testing/certification
44	Have completers take the required NOCTI exams before the end of the 2009-2010 school year.	The number of students successfully completing the NOCTI exams will increase from the number in 2008-2009.
47	Improving our technical skill attainment will require that we support the teachers in targeted programs through professional development activities, acquisition of appropriate curriculum materials, and sufficient instructional time to accomplish necessary skill development. In addition, counseling practices determining the proper placement of students will be considered. The questions we will attempt to answer in this regard are "have we set the bar too high for attainment given the context of instructional resources" and/or "have we recruited the appropriate students whose abilities match the technical skill requirements."	Prior to evaluating progress, we will meet with teachers whose students did not meet criteria to discuss potential issues relevant to failure to meet goals. Once the problem is better understood, we will target more specific remedies (i.e. more class time on technical skill attainment, more class time on test preparation, or simply better awareness of the performance measure. We will eventually monitor progress using our attainment level in next year's performance report.
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